



## Professor of Clinical X

This additional professorial title is appropriate when an HMS/HSDM Associate Professor with a physician-equivalent degree (e.g., MD, DO, DMD) has made contributions that have resulted in a national, and in many cases international, impact in and reputation for advancing the practice of medicine founded by the candidate’s clinical expertise and excellence. They must have a demonstrated record of clinical expertise, clinical excellence, and teaching excellence.

### Professor of Clinical X Evaluation Metrics

*In addition to distinguished service as a full-time Associate Professor at HMS/HSDM for ≥5 years:*

Primary domain of contribution (choose one)	
<p><b>Knowledge synthesis or novel application of clinical knowledge to formulate and advance best practices in medicine or care delivery and their uptake</b></p>	<p>Synthesis or curation of evidence for formulation of best practices through major authorship roles or thought leadership in high impact written scholarly work such as for:</p> <ul style="list-style-type: none"> <li>• Clinical guidelines, consensus statements, clinical manuals, and/or protocols for patient management or delivery of care published or widely distributed by a professional society</li> <li>• Syntheses or clinically oriented reviews published in peer-reviewed journals or as chapters in high impact edited volumes or other curated collections</li> <li>• Clinically oriented editorials, commentaries, or perspectives pieces</li> <li>• Policy papers influencing clinical practice, health or other relevant policy, or legislation</li> <li>• Editorial leadership role for a major journal, medical textbook, or edited volume that widely influences a clinical field</li> <li>• Development of national or international patient or disease registries</li> </ul> <p>Novel application of existing clinical knowledge that advances best practices in medicine or health delivery and promotes widespread uptake such as through:</p> <ul style="list-style-type: none"> <li>• Strengthening health systems and/or developing groundbreaking programs or policy geared toward improving health care quality, access, and delivery</li> <li>• Gaining recognition as an authoritative voice for the assessment and management of rare and/or clinically complex conditions, sometimes leading to national and/or international referrals</li> <li>• Developing procedures, therapies, or devices that result in patents or uptake that improve the quality and accessibility of clinical care</li> </ul>
<p><b>Educational leadership and generativity in medical education (undergraduate, post-graduate, faculty development, and/or continuing professional education)</b></p>	<ul style="list-style-type: none"> <li>• Development of curricula relevant to clinical practice, health care, or medical education for delivery in print, online, or other platforms that have been disseminated nationally, and in many cases internationally, with demonstrated substantial uptake</li> <li>• Innovation in classroom or clinical teaching methods with adoption and broad uptake nationally, and in many cases, internationally</li> <li>• Development and/or leadership of high-impact undergraduate medical education, graduate medical education, faculty development, and/or continuing professional education, especially those programs whose diaspora seed the leadership of other academic medical centers</li> <li>• Development of initiatives that promote equity, diversity, inclusion, and belonging that grow the pipeline and advance the careers of health professionals from different backgrounds and experiences</li> </ul>
<p><b>Administrative leadership in academic medicine</b></p>	<ul style="list-style-type: none"> <li>• HMS/HSDM departmental, hospital, or other leadership with transformative service that advances the School’s mission and has national, and in many cases international, impact on academic medicine</li> </ul>

	<ul style="list-style-type: none"> <li>• Leadership with transformative service that promotes equity, diversity, inclusion, and belonging and/or a health equity agenda in academic medicine with broad impact at a national, and in many cases international, level</li> <li>• Strengthening health systems and/or developing groundbreaking programs or policy geared toward improving health care quality, access, and delivery</li> <li>• Establishing and leading a clinical practice that is a model nationally, and in many cases internationally</li> </ul>
<b>Transformative service and leadership that advances health equity and the quality of health and health delivery in socially and/or economically marginalized, or other underserved communities</b>	<ul style="list-style-type: none"> <li>• Leadership or launch of novel service-learning programs for medical trainees</li> <li>• Leadership of efforts and programs that integrate service learning, clinical expertise, and/or address social determinants of health to reduce health disparities in regional underserved communities</li> <li>• Establishing community-based or other novel programs aimed at serving the health needs of, raising the quality of health delivery for, and improving the health of socially and/or economically marginalized, or other underserved populations</li> <li>• Leadership of transformative capacity building, health systems strengthening, and/or development and implementation of high-impact health delivery programs in global or domestic low-resource settings</li> </ul>

The candidate must also demonstrate a record of clinical expertise, clinical excellence, and teaching excellence through relevant indicators as described below.

<b>Requirements for expertise and excellence</b>	<b>Examples</b>
<b>Recognition as a clinical expert</b>	<p>Activities</p> <ul style="list-style-type: none"> <li>• Reputation as a clinical expert</li> <li>• Substantial time devoted to clinical work</li> <li>• Leadership roles related to clinical expertise</li> <li>• Role in development of innovative models of care delivery, approaches to treatment, or technology that contribute to high quality care</li> <li>• Contribution to guidelines and/or protocols for clinical care</li> <li>• Publication of original research, chapters, reviews, and/or textbooks related to area of clinical expertise</li> </ul> <p>Recognition</p> <ul style="list-style-type: none"> <li>• Invitations to speak on issues related to area of clinical expertise</li> <li>• Active role in professional organizations related to clinical expertise; may have a leadership role</li> <li>• Service on committees developing guidelines and policies or evaluating programs in area of clinical expertise</li> <li>• Editorial service as an ad hoc reviewer, editorial board member, or consultant for journals in area of clinical expertise</li> <li>• Awards for contributions and/or innovation in the area of clinical expertise</li> </ul>
<b>Recognition of clinical excellence</b>	<ul style="list-style-type: none"> <li>• Testimonials from clinical colleagues within the department or from other departments that interface with the candidate's specialty or from non-physician health professionals who have direct experience observing or collaborating with the candidate in clinical settings</li> <li>• Ratings from required 360-style surveys or other multisource assessments affirming excellence</li> <li>• Identification as a master clinician by HMS/HSDM affiliated institution</li> <li>• Clinical service awards</li> <li>• Reputation as a "go to" resource for consultation on clinical management of complex or otherwise challenging cases</li> <li>• Frequent consultation requests or referrals from sources from outside the institutional network and outside the region</li> </ul>
<b>Recognition of teaching excellence</b>	<ul style="list-style-type: none"> <li>• Evaluations from students, trainees, and/or colleagues reflecting a consistently high quality of teaching and/or mentorship</li> <li>• Testimonials from current and former mentees and students</li> </ul>

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	<ul style="list-style-type: none"> <li>• Clinical teaching awards</li> <li>• Leadership and content curation of major continuing medical education or other post-graduate courses, with evidence of sustained high quality and broad influence through longevity, high ratings, and national audience</li> <li>• Service as national board examiner in a clinical specialty</li> </ul>
<b>Recognition</b>	<b>Additional examples of indicators to be considered when relevant</b>
<b>National/International Leadership</b>	<ul style="list-style-type: none"> <li>• Visiting Professorships and invitations to speak nationally, and in many cases internationally, on issues related to area of clinical expertise</li> <li>• Leadership roles in national, and in many cases international, professional organizations related to area of clinical expertise, including leadership of courses or programs</li> <li>• Service in an advisory capacity to national or international non-governmental or professional organizations, health ministries or other governmental or multilateral advisory bodies on issues related to areas of clinical expertise and/or expertise in medical education</li> <li>• Service on national, and in many cases international, committees developing guidelines and policies for diagnosis, therapeutic management, and delivery of clinical care; leadership role in evaluating clinical and/or educational programs in area of clinical expertise</li> <li>• Editorial leadership role for a major journal, medical textbook, or edited volume that widely influences a clinical field or medical education</li> <li>• National, and in many cases international, awards for transformative leadership contributions in the area of clinical expertise and/or expertise in medical education</li> </ul>